achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).

III.   IMPLEMENTATION ACTION STEPS

DISTRICT

- Assign school technology coaches or form district wide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

SCHOOLS

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of

electronic communications and other media

IV. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

SCHOOLS
- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
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- Technology resources to support standards-based learning across the curriculum

PROFESSIONAL CAPACITY

V. EVALUATION							
Objectives	**Possible Baseline Data**	**Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report**	**Outcomes** (Include "action list" items achieved.)				
			JAN. 2008	**JAN. 2009**	**JAN. 2010**	**JAN. 2011**	**JAN. 2012**
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	• Statewide achievement test scores • District report cards • Technology surveys	• Statewide achievement test scores • District report cards • Technology surveys • Student portfolios					
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	• Student portfolios • School technology and improvement plans	• Observations and interviews • Anecdotal records • Documented access to on-line resources					
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	• District, school, and community surveys	• Listing of recognition programs					
1.4 The school district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

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Individual Technology Dimensions

Professional Capacity:

Snapshot of Current Technology Use in District

> 1: All Classrooms are equipped with at least one PC
> 2: All Schools have one or more computer labs
> 3: All Schools have Internet access
> 4: All teachers have E-Mail
> 5: 50 + Interactive White Boards
> 6: Wireless Access at 6 Schools and District Office
> 7: Replacing Digital Phone system with IP Phone System

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The district and the schools will provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards C. Adopt a state educator professional development program to aid the district in satisfying the requirements of the teacher technology proficiency proviso D. Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)
2.2 The SDE and the school district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas

2.3 The SDE and the school district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building
	B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams
	C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs
	D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs

PROFESSIONAL CAPACITY

2.4 The SDE and the school district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs B. Provide a list of professional development opportunities on the SCTLC (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators C. Provide professional development opportunities focused on aligning state technology standards with state content standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum E. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers in their particular geographic areas F. Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use

PROFESSIONAL CAPACITY

2.5 The SDE and the school district will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes C. Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms F. Develop an on-line professional development tracking system of teachers and administrators

II. ACTION LIST

- District should hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.

- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.

- The existing regional alliance structure that brings together service providers from the various groups should be strengthened. Each alliance should work to develop at least one technology initiative during each year that involves all members.

- Regional Technology Centers should be fully staffed.

- The SDE should utilize the expertise of staff members and faculty in the school district and institutions of higher learning throughout the nation.

- A school technology coach should be hired or appointed in every school in every district.

- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in every school district.

- Each school district should submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.

- The SDE's Office of Technology should work with the Office of Curriculum and Standards to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.

- District and school administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.

- The SDE should create and promote, through its Regional Technology Centers and through the SCTLC Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole. Usage reports should indicate that the SCTLC "Training" tab is being widely used by educators.

- The SDE and the school district should provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.

- Regional technology specialists should develop or adopt a series of at least eight courses that address the highest professional development needs as determined by a statewide needs assessment. These courses should be offered in a variety of ways and include novice to advanced options.

- Each regional technology specialist should develop or adopt at least one assistive technology course that addresses professional development needs as determined by a regional assistive

PROFESSIONAL CAPACITY

technology needs assessment. Such a course can be offered in a variety of formats.

- The SDE and the school district should provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.

- The SDE and the school district should provide training for teachers in using assistive technology tools.

- The SDE and the school district should provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.

- The SDE and the school district should provide training in accessibility issues involving applicable state and federal legislation.

- Colleges and universities should demonstrate compliance with NCATE (National Council for Accreditation of Teacher Education) standards related to technology.

- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.

- All school district should collect, maintain, and report documentation of teacher technology portfolio data.

- The state should adopt assessment instruments and develop a model or template for teacher portfolio content.

- The SDE and the school district should develop or adopt on-line assessment instruments and make them available to all school district in the state to determine teachers' level of technology proficiency.

- SDE- and district-developed tracking tools (electronic or Web-based surveys) of district professional activities should be completed each year in conjunction with ADEPT (Assisting, Developing, and Evaluating Professional Teaching) or other district evaluation procedures that include an instructional technology component.

- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

- The SDE should continue to play a leadership role in working with the legislature and other entities in securing funding and training for technology, including assistive technology, initiatives.

III.   IMPLEMENTATION ACTION STEPS

SDE

- Design a portfolio of courses in technology integration, including assistive technology, that meet the highest professional development needs and are offered in a variety of ways
- Document receipt of teacher technology proficiency assurance forms
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Provide feedback concerning teacher and administrator portfolios to measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval

- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments

that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV.   FUNDING CONSIDERATIONS

SDE

- Regional Technology Center professional development
- Collaboration and partnership meetings with schools, the schools district, institutions of higher education, business and community entities, and other states to determine professional development direction
- Professional development for distance-learning
- Scientifically based research

DISTRICT

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

SCHOOLS

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

V.   EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2008	JAN. 2009	JAN. 2010	JAN. 2011	JAN. 2012
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms					
2.2 The SDE and the school district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	• Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans	• Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources					
2.3 The SDE and the school district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	• SCTLC "Training" tab • Technology assessments	• SCTLC "Training" tab • Technology assessments					

PROFESSIONAL CAPACITY

2.4 The SDE and the school district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							
2.5 The SDE and the school district will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							